

**THE INFLUENCE OF USING STAD (STUDENT TEAM ACHIEVEMENT DIVISION)  
TOWARDS STUDENT'S VOCABULARY MASTERY  
AT THE SECOND SEMESTER OF EIGHTH GRADE  
OF SMPN 6 KOTABUMI IN THE  
ACADEMIC YEAR 2019/2020**



**A Thesis  
Submitted as a Partial Fulfillment of  
The Requirements for S1-Degree**

**By**

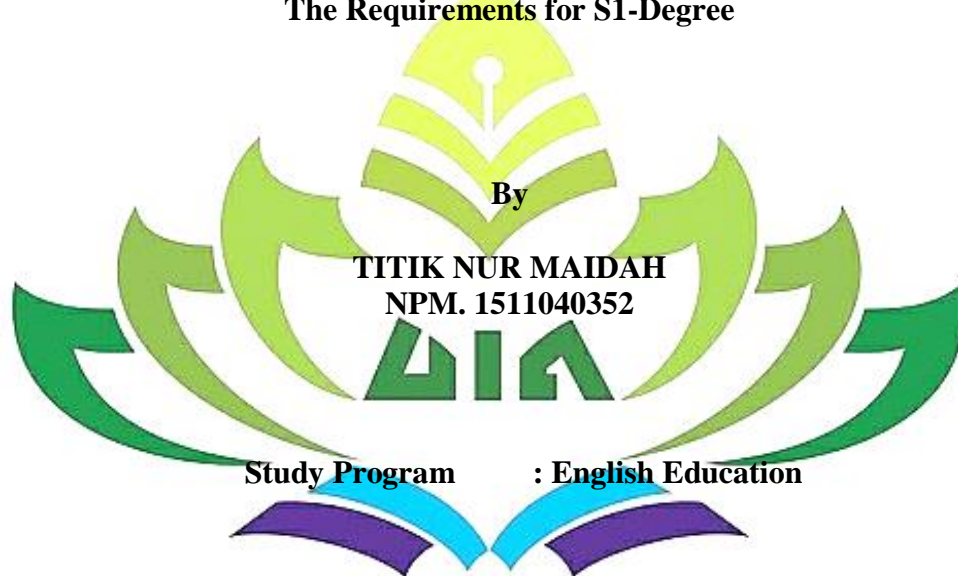
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**Study Program: English Education**

**TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC UNIVERSITY OF  
RADEN INTAN LAMPUNG  
2020**

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2020**

## ABSTRACT

The objective of this research was to know whether there was any significant influence of using STAD (Student Team Achievement Division) towards student's vocabulary mastery at the second semester of eighth-grade of SMPN 6 Kotabumi in the academic year 2019/2020.

In this research, the researcher used quantitative research. The researcher used a quasi-experimental design with pre-test and post-test. The sample was taken from two classes, VIII D and VIII E which consisted of 64 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of the research was the eighth-grade students at SMPN 6 Kotabumi. In collecting the data, the researcher used instrument pre-test and post-test in forms of multiple choices test. The total items of pre-test and post-test were 20 items for each. After giving pre-test and post-test, the researcher analyzed the data by using SPSS to compute an independent sample t-test.

After conducted the post-test, then the researcher analyzed the data. From the data analysis, the result could be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) was 0.002. It was lower than  $\alpha = 0.05$  and it means that  $H_0$  was rejected and  $H_a$  was accepted. Based on the result of data analysis, the researcher concluded that there was a significances influence of using STAD (Student Team Achievement Division) towards students' vocabulary mastery at the eighth-grade of SMPN 6 Kotabumi in the academic year 2019/2020.

**Key words:** STAD (Student Team Achievement Division), Vocabulary Mastery, Quantitative Research.





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A thesis entitled: **THE INFLUENCE OF USING STAD (STUDENT TEAM ACHIEVEMENT DIVISION) TOWARDS STUDENT'S VOCABULARY**

**MASTERY AT THE FIRST SEMESTER OF EIGHTH GRADE OF SMPN 6**

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## DECLARATION

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, June 23<sup>rd</sup>, 2020

The Researcher,



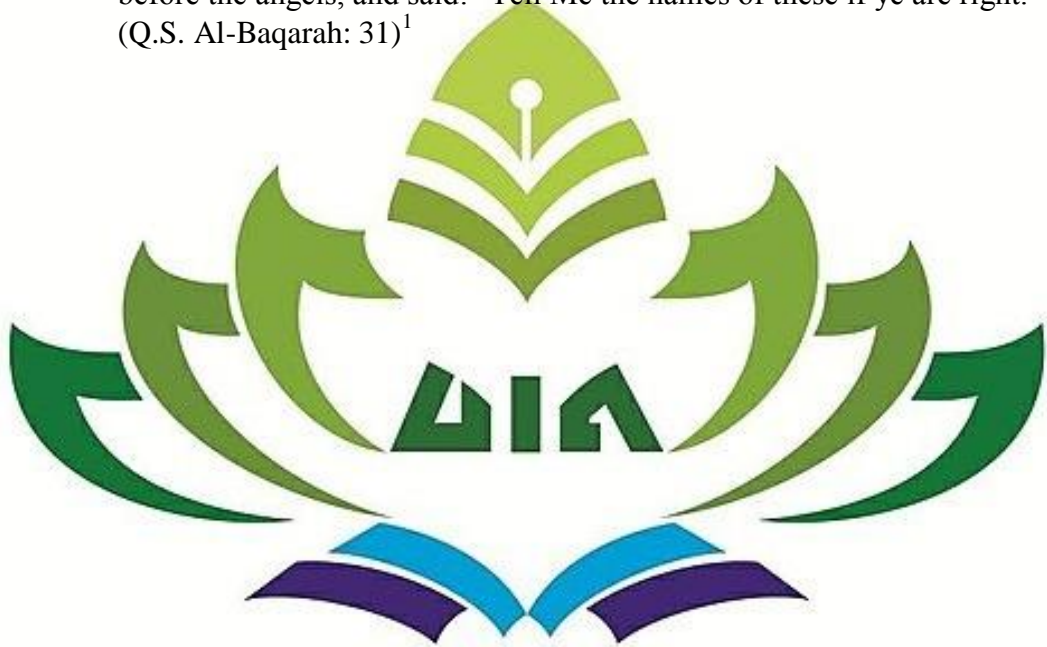
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## MOTTO

وَعَلَّمَ آدَمَ الْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى الْمَلَائِكَةِ فَقَالَ أَنْبِئُونِي بِأَسْمَاءِ هَٰؤُلَاءِ إِنْ كُنْتُمْ

صَادِقِينَ ﴿٣١﴾

Meaning: “And He taught Adam the names of all things; then He placed them before the angels, and said: “Tell Me the names of these if ye are right.” (Q.S. Al-Baqarah: 31)<sup>1</sup>



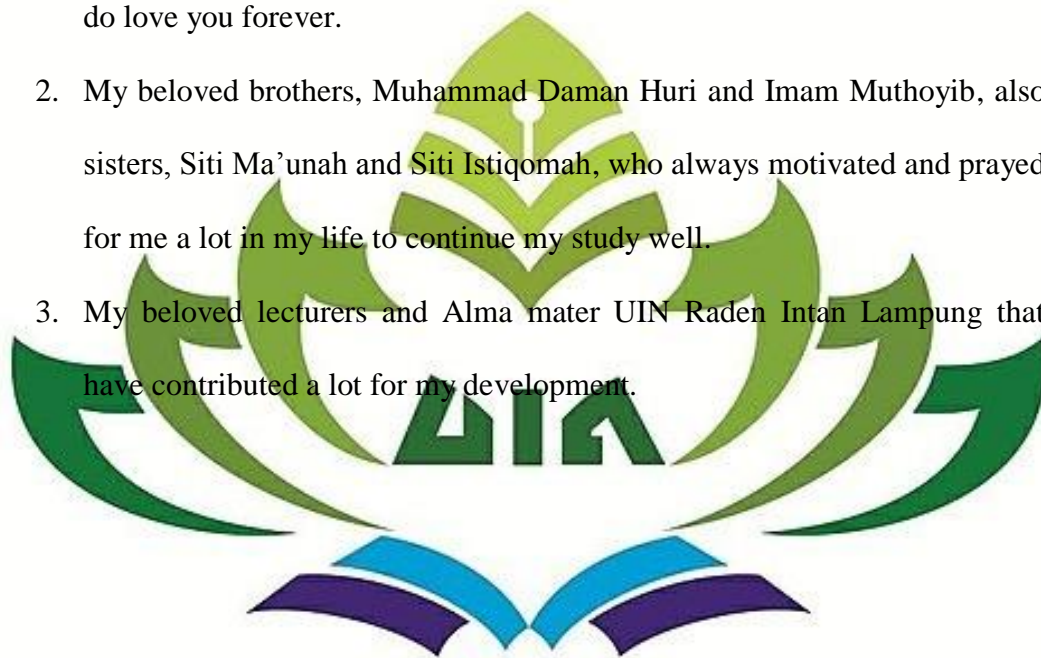
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<sup>1</sup> Abdullah Yusuf Ali, *The Meaning of The Holy Qur'an*, 10th Ed (Maryland: Amana Publications, 1999), p. 24.

## DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and from my deepest heart and great love, I would like to dedicate this thesis to:

1. The greatest inspirations in my life my beloved parents, Mr. Muhamad Narsis and Mrs. Siti Choiriah who have always prayed and supported for my success. Thank you for all love, motivation, and everything for me. I do love you forever.
2. My beloved brothers, Muhammad Daman Huri and Imam Muthoyib, also sisters, Siti Ma'unah and Siti Istiqomah, who always motivated and prayed for me a lot in my life to continue my study well.
3. My beloved lecturers and Alma mater UIN Raden Intan Lampung that have contributed a lot for my development.





## **CURRICULUM VITAE**

The name of the researcher is Titik Nur Maidah. She was born in Suka Jaya on February, 25<sup>th</sup> 1998. She is the fifth child of five children of Mr. Muhamad Narsis and Mrs. Siti Choiriah. She has two brothers and two sisters. They are Muhammad Daman Huri, Siti Ma'unah, Imam Muthoyib, and Siti Istiqomah.

In her academic background, she studied earlier at the age of five in elementary school of SDN 2 Madukoro Baru and graduated in 2009. Then, she continued to Junior High School of SMPN 6 Kotabumi and finished in 2012. In the same year, she was accepted to Vocational High School which was SMKN 2 Kotabumi, and graduated in 2015. Stepping to higher education, in 2015, she was accepted to one of the state universities in Bandar Lampung namely State Islamic University of Raden Intan Lampung (UIN Raden Intan Lampung) for studying in English Department of Tarbiyah and Teacher Training Faculty.

## ACKNOWLEDGEMENT

In the name of Allah, the most meaningful, the most beneficent. Praise be to Allah, the Almighty God, for blessing me with His mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers.

This thesis is submitted as compulsory fulfillment of the requirements for the S1 degree of English Education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University Lampung (UIN Raden Intan Lampung).

The researcher is fully aware that she cannot complete this final project without the assistance of others. The researcher has been thankful to a lot of people who have helped, supported, and prayed this final project in which the researcher cannot mention all of them. She wishes to give the sincerest gratitude and appreciation to:

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11. The researcher's dearest person, Muhammad Fikri, who always supported and assisted in the whole things.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, June 23<sup>rd</sup>, 2020

The Researcher,

Titik Nur Maidah  
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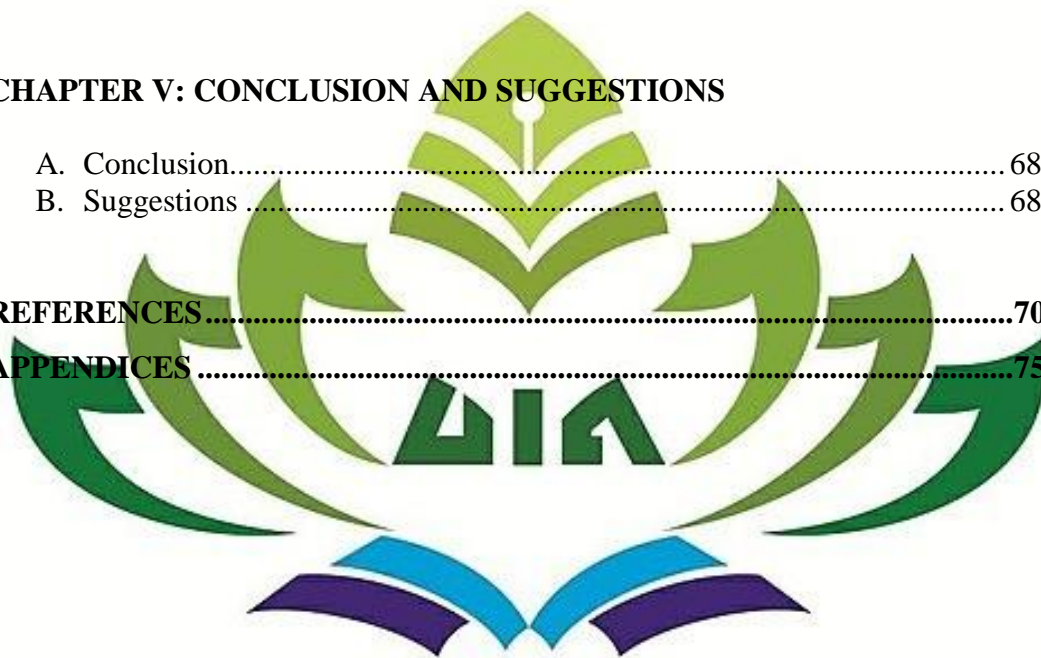
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## CHAPTER I

### INTRODUCTION

#### A. Background of the Problem

In English, there are four capabilities that we have to master, namely listening, speaking, reading, and writing. Its application is four aspects, namely vocabulary, pronunciation, grammar, and structure. The more we capable of vocabularies, it will be easier in mastering English in particular in speaking.

Richard said that,

“Vocabulary is one of the most obvious components of language and one of the first thing applied linguistic turned their attention to. Vocabulary can be classified into passive vocabulary and active vocabulary. A passive vocabulary is used receptively in listening and reading. Meanwhile, an active vocabulary is utilized productively in speaking and writing.”<sup>1</sup>

While according to Nunan in *Second Language Teaching and Learning*, vocabulary is more than lists of target language words as a part of the language system, vocabulary is intimately interrelated with grammar. It is possible to divide the lexical system of most language into ‘grammatical words’, such as preposition, article, adverb, and soon.<sup>2</sup> Vocabulary is an essential component of all use of language. Vocabulary acquisition is one of the prime importance of learning English. When the learners acquaint of new vocabulary, they must know the meaning of words; they must also know how to arrange individual words

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<sup>1</sup> Jack C. Richard and Theodore S. Rodgers, *Approach and Method in Language Teaching* (USA: Cambridge University Press, 2003), p. 4.

<sup>2</sup> David Nunan, *Second Language Teaching and Learning* (Heinle and Heinle Publisher, 1999), p. 101..

within the sentence. Vocabulary means the total number of words that make up language.

The most important thing in teaching and learning vocabulary is mastery. Mastery is when we have learned or understood it completely and have no difficulty using it.<sup>3</sup> Another definition of mastery is a great knowledge about or understanding of a particular thing.<sup>4</sup> It means mastery is a complete knowledge in comprehending something without any difficulty in using it in life. Schmitt and McCharty stated, “Receptive and Productive knowledge may prove the only realistic way to measure the depth of vocabulary knowledge”. Receptive knowledge is words that the learners recognize and understand when they occur in a context. While productive knowledge relates to words which the learners understand, able to pronounce correctly and use constructively in speaking and writing.<sup>5</sup>

The way of the teacher teaching vocabulary influences students' vocabulary mastery. In teaching vocabulary, if the teacher implemented a good or interesting strategy it can make the teaching-learning process especially vocabulary will successful. The decision of the teachers to choose a suitable strategy for their students is principal to determine the success of teaching vocabulary because every student has different abilities.

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<sup>3</sup> Collins, “Mastery,” On-Line, Definition of “mastery,” accessed July 28, 2019, <https://www.collinsdictionary.com/dictionary/english/mastery>.

<sup>4</sup> A.S. Hornby, *Oxford Advanced Learner's Dictionary*, 8<sup>th</sup> Ed (New York: Oxford University Press, 2010), p. 914.

<sup>5</sup> Norbert Schmitt and Michael McCharty, *Vocabulary: Description Acquisition and Pedagogy*, (Cambridge: Cambridge University Press, 1997), p. 326.

Students' good responses in teaching-learning process also influence the success of vocabulary mastery. Based on Judith, for most people, learning is both an individual and a social process. Individual students see themselves as responsible for learning yet they recognize that other people have an influence on what they learn and the quality of the learning experience.<sup>6</sup> So, the students are asked to comprehend everything that can make their vocabulary increase, and also the teacher should guide them in mastering vocabulary. Mastering vocabulary is a hard activity for many students. Sometimes the students' interests in English are still low. The main reason is that they still have fewer vocabularies. Based on the *Kurikulum 2013 (K13/Kurtilas)* in the syllabus of Junior High School that learning vocabulary included in the teaching-learning process, one of subjects material is descriptive (See appendix 3). Descriptive text is a text which says what a person is like. The function is to describe and reveal a particular person, place, or thing. In that material, include many vocabularies that have to be mastered by the students.

Based on the researcher's preliminary research by interviewing the English teacher at SMPN 6 Kotabumi, Mr. Jamin, S.Pd. said that students' vocabularies are still low. The less of vocabulary made them got difficulty in four skills in English. He used drilling to make the students interested in learning vocabularies and they are easier to remember the vocabularies. But in fact, he faces the difficulties in teaching material especially vocabulary by using drilling technique because there are different students' ability to comprehend the material and the students' interest in learn are low. He used English during teaching-learning

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<sup>6</sup> Judith Ireson, *Learners, Learning and Educational Activity* (New York: Routledge, 2008), p. 5.



process in class to make the students were familiar with the vocabularies through listening to those words said by him. In short, to make the students interested in learning vocabulary the teacher builds their motivation first through keep speaking in class. They were not asked to take notes but direct to speak and remember those words or sentences. The weaknesses of the drilling technique are the students especially those who have the low ability just can remember and use vocabularies that said by the teacher and less motivation to add their vocabularies by themselves because they just learn vocabulary by repeat the vocabulary that said by the teacher.

From the interview, the researcher also asks about the criteria of minimum mastery (KKM) there. The criteria of minimum mastery (KKM) are 65 for the seventh grade, 68 for the eighth grade, and 70 for ninth grade. From 255 students of eighth grade, only 65 of students get the score above criteria and 190 of students get a score under criteria. (See appendix 2) It means that many students who get a score below the completeness that has been set in the school there.

From the case above, there should use a learning technique that can develop the vocabulary mastery of all students. One of the techniques that suitable for teaching vocabulary mastery is STAD (Student Team Achievement Division). STAD is a cooperative learning model that clarifies interaction activity between students to motivate and help each other in mastering the material to achieve maximum results.

The technique is developed by Slavin in 1995 and his colleagues at Johns Hopkins University. The principles of STAD are tools that teachers use to

encourage mutual helpfulness in the groups and the active participation of all of the members.<sup>7</sup> By interacting with others, it will build responsibility and solidarity between students. This technique can be applied in all of the students' level. This technique also can be applied in all the subject such as language, math, science, etc.<sup>8</sup> In the implementation of STAD, students are divided into a small group by the differences in academic ability to work together to complete the learning objectives.<sup>9</sup> In short, STAD is a model that use in a group by students to help each other and make all of the members of the group be active and understand the material.

Muhammad Ilyas researched entitled "STAD: A Suitable Technique for Increasing Students' Vocabulary Mastery".<sup>10</sup> The design of the research is an experimental study. The variable that used here is STAD and students' vocabulary mastery. This research is a journal education form.

Lysa Amorita R, Teguh Supriyanto, and Mukh Doyin also researched "The Effectiveness of Learning to Write Poetry with the Student Team Achievement Division (STAD) Model".<sup>11</sup> They used the STAD technique to improve the students' writing ability in writing poetry and used a quasi-experimental method to collect data.

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<sup>7</sup> Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambrige University Press, 2002), p. 52.

<sup>8</sup> Robert E. Slavin, *Cooperative Learning* (Bandung: PT Nusa Media, 2005), p. 142.

<sup>9</sup> Miftahul Huda, *Model-Model Pengajaran Dan Pembelajaran* (Yogyakarta: Pusaka Pelajar, 2014), p. 201.

<sup>10</sup> Muhammad Ilyas, "STAD: A Suitable Technique for Increasing Students' Vocabulary Mastery at SMPN 5 Siak Hulu," *Journal of English for Academic* 4, no. 1 (February 2017): p. 51–61.

<sup>11</sup> Lysa Amorita R, Teguh S, and Mukh Doyin, "The Effectiveness of Learning to Write Poetry with The Student Team Achievement Division (STAD) Model," *Journal of Primary Education* 8, no. 3 (September 2018): p. 248–253.

While Fenny Thresia has conducted research entitled “The Contribution of Students Team Achievement Division (STAD) and Motivation towards Writing (The Students of Engineering Faculty Muhammadiyah University of Metro)”.<sup>12</sup> She used the STAD technique towards students’ motivation and writing achievement used experimental research to collect data.

Therefore, in this research, the researcher is interested to apply the STAD technique too, but there are some differences between this research and the previous researches above. This research is a requirement for S-1 degree and will be conducted in SMPN 6 Kotabumi in the academic year 2019/2020 used STAD towards students’ vocabulary mastery. The research design is quantitative, especially a quasi-experimental design. In this research, the researcher focuses on compound and concrete nouns, because in the 7<sup>th</sup> grade the students already learned countable and uncountable noun (See in lesson plan 7<sup>th</sup> grade). The researcher also specifies the aspects of vocabulary that discuss using the three aspects of vocabulary such as word meaning, extending word use, and word combinations. (See in lesson plan 7<sup>th</sup> grade)

In conclusion, the researcher interested to take research by the title “The Influence of Using STAD (Student Team Achievement Division) towards Student’s Vocabulary Mastery at the First Semester of Eighth Grade of SMPN 6 Kotabumi in the Academic Year 2019/2020”.

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<sup>12</sup> Fenny Thresia, “The Contribution of Students Team Achievement Division (STAD) and Motivation towards Writing (The Students of Engineering Faculty Muhammadiyah University of Metro),” *Journal of English Education* 1, no. 2 (Oktober 2012): p. 123–132.



## **B. Identification of the Problem**

Based on the background, the researcher identified the problems as follows:

1. The students' vocabulary mastery is still low.
2. The students have the different abilities in comprehending the material, especially vocabulary.
3. The students' interest in English low.

## **C. Limitation of the Problem**

Based on the identification of the problem above, the researcher limited the problem by using three aspects of vocabulary i.e. word meaning, word combinations, and extending word use and also with theme noun especially concrete noun and compound noun.

## **D. Formulation of the Problem**

Based on the limitation of the problem, the formulation of the problem was: Is there any significant influence of using STAD (Student Team Achievement Division) towards student's vocabulary mastery at the second semester of eighth-grade of SMPN 6 Kotabumi in the academic year 2019/2020?

## **E. Objective of the Research**

The objective of the research to find out whether there was any significant influence of using STAD (Student Team Achievement Division) towards

student's vocabulary mastery at the second semester of eighth-grade of SMPN 6 Kotabumi in The academic year 2019/2020.

#### **F. Significance of the Research**

The results of this research were expected to give a theoretical and practical contributions.

1. For theoretical contribution, the results of this research were expected to support the previous research about the influence of using STAD (Student Team Achievement Division) towards student's vocabulary mastery.
2. For practical contribution, the results of this research were expected to give information to the English teacher of SMPN 6 Kotabumi about the influence of using STAD (Student Team Achievement Division) towards student's vocabulary mastery and give a more suitable technique for the students in learning English especially, in vocabulary.

#### **G. Scope of the Research**

The researcher formulated the scope of the research as follows:

##### **1. Subject of the Research**

The subject of the research was the students at the eighth-grade of SMPN 6 Kotabumi.

##### **2. Object of the Research**

The object of the research was the use of STAD (Student Team Achievement Division) and students' vocabulary mastery.

### **3. Place of the Research**

The research was conducted at SMPN 6 Kotabumi.

### **4. Time of the Research**

The research was conducted at the second semester in the 2019/2020 academic year.





## CHAPTER II

### LITERATURE REVIEW

#### A. Teaching English as Foreign Language

Language is a system of communicating with other people, so language has a very important role in human life that functions as a tool of communication; the fact is there are a lot of languages in the world. English is one of the languages that used to communicate among people in the world. Some countries used English as a second language and some other countries learn English as a foreign language. In Indonesia English is taught as a foreign language.

English is really a foreign language for language learners in Indonesia.<sup>13</sup> It means that a language is a tool for communicating. It is the gateway to wealth information, knowledge, and culture; furthermore, it is used to express feeling and thought which is used by the member of the social groups. Without communication, it is not an easy one to share and interact with others.

Based on the explanation above, it is clearly stated that language is very important for human life that functions as a tool of communication. Language and humans cannot be separated from the culture in society because language is one of the culture parts. Teaching English as a foreign language (TEFL) is not the same as teaching English as a second language. The students do not use English for daily communication. They just use English when they have an English class. The

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<sup>13</sup> Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* (Yogyakarta: Graha Ilmu, 2006), p. 22.

environment does not support the students to use English in their daily communicating.

Teaching English as a foreign language (TEFL) is guides life and encourages students to be able to use English communicatively based on real situation. Beside that teaching English is also to increase student's knowledge and skill in English. Using the foreign language to communicate will always be more difficult than using first language and this creates conflicting forces in the dynamics of communication.<sup>14</sup>

The immediate goal of language study is to increase knowledge of the language system so that the longer-term aim of improving productive and receptive skills can be achieved.<sup>15</sup> From the theories above, the researcher would like to say that language exists and develop within a people and culture language is regarded and has been conceived as a part of the culture and is used as a tool of communication among the number of people in society.

The primary purpose of teaching and learning English is the students are able to speak English as well as the meaning. So they should try to find out appropriate and attractive techniques in teaching English to the students so that will be interested in English if the teacher can master various technique which suitable for their students. Yet second language teachers clearly need to know generally what sort of entity they are dealing with and how the particular language they are teaching fits into that entity.

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<sup>14</sup> Lynne Cameron, *Teaching Language to Young Learners* (England: Cambridge University Press, 2001), p. 195.

<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching* (New York: Longman, 2001), 154.

Furthermore, Muhassin stated in his journal that English teachers can make language learning effective by implementing communicative activities. To establish such a condition, teachers can perform some activities which invite students to speak or communicate with others in the classroom.<sup>16</sup> Every teacher applies different activities in implementing the same communicative activities. Therefore, the teacher has to be creative in creating a lesson through the appropriate tasks, where students can be active and successful in pairs and also group work.<sup>17</sup>

## B. Vocabulary

Vocabulary is list a word usually arranged alphabetically and defined explained or translated the range of language the stock of word at a person's command or used in particular word branch of a subject, language.<sup>18</sup>

Fries stated that vocabulary is the essential area of language learning. Students must learn vocabulary well, so they are able to master the language. By mastering great number of vocabularies, the students can learn a foreign language easily.<sup>19</sup>

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<sup>16</sup> Mohammad Muhassin, "Teachers' Communicative Activities in Teaching English as a Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung," *Humaniora* 7, no. 4 (October 2016): p. 485.

<sup>17</sup> *Ibid*, p. 485-486.

<sup>18</sup> Webster, *The New Lexicon Webster's Dictionary of English Language Encyclopedia Edition Lexicon* (Mustika Nuraini Publication, 1988), p. 110.

<sup>19</sup> Charles Fries, *Teaching and Learning English as a Foreign Language* (Michigan: The University of Michigan Press, 1975), p. 38.

While according to Hatch and Brown vocabulary is a list of words for a particular language or a list or set of word that individual speakers of language might use.<sup>20</sup>

From the definitions above, the researcher concluded that vocabulary is a list of a word which arranged alphabetically and explained or translated the range of language that used by speakers includes their meaning in the essential area of language learning that should be mastered by students to learn a foreign language easily.

Harmer stated that there are some aspects of vocabulary that should be taught or mastered by students in learning a foreign language, they are as follows:

#### 1. Word Meaning

The first thing to realize about vocabulary items is that they frequently have more than one meaning. According to Harmer word meaning include:

##### a. Polysemy

Polysemy is only resolved when we see the word in context, that allows to say which meaning of the words in the particular instance is being used. For example: the house is at the foot of the mountains.

##### b. Antonym

The term antonym is used for opposite meaning of word. For example: “full” is an antonym of “empty”.

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<sup>20</sup> Evelyn Hatch and Cheryl Brown, *Vocabulary, Semantics, and Language Education* (Cambridge: Cambridge University Press, 1995), p.1.



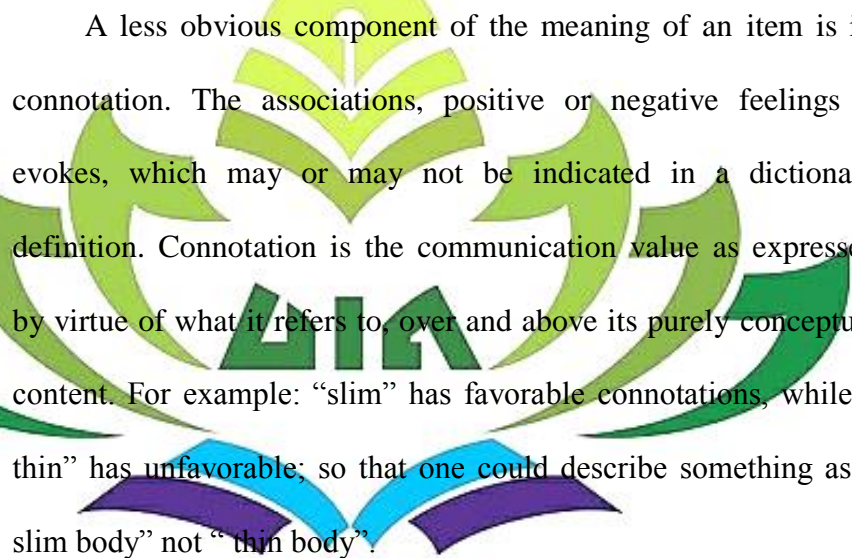
c. Synonyms

Synonyms mean that two or more words have the same meaning. For example: the synonym of smart is clever, bright may serve as the synonym of intelligent.

d. Hyponyms

Hyponyms mean items that serve as specific examples of a general concept. For example: the hyponyms of animal are dog, cat, horse.

e. Connotation



A less obvious component of the meaning of an item is its connotation. The associations, positive or negative feelings it evokes, which may or may not be indicated in a dictionary definition. Connotation is the communication value as expressed by virtue of what it refers to, over and above its purely conceptual content. For example: “slim” has favorable connotations, while “thin” has unfavorable; so that one could describe something as “slim body” not “thin body”.

2. Extending Word Use

Words do not just have different meanings, however. They can also be stretched and twisted to fit different contexts and different uses. We say that someone is in a black mood or someone is yellow, yet we are not actually describing a color. In such context black and yellow mean something else. It is frequently stretched throw the set of

metaphorical and idiom use. For example: “a real snake in the grass”  
this is an idiom expression means treacherous people.

### 3. Word Combinations

Although words can appear as single item which are combined in a sentence. They often combine with each other in ways which competent speakers of the language recognize instantly, but which other often find strange. The kinds of word that go together in one language are often completely different from the kinds of word which live together in another.<sup>21</sup>

### C. Vocabulary Mastery

Vocabulary mastery is important for language learners in learning the whole language too. Ur said that vocabulary mastery refers to the number of words someone knows. The term mastery is not restricted to simply recognize the meaning of certain words. In other words, it is more precisely defined as ‘to know a word’ because the learners are said to have a good vocabulary mastery if they are able to recognize the meaning but also to know form, grammar, collocation, meaning and word formation.<sup>22</sup>

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<sup>21</sup> Jeremy Harmer, *The Practice of English Language Teaching*, 4th Ed (New York: Pearson Longman, 2007), p. 35-38.

<sup>22</sup> Penny Ur, *A Course in Language Teaching: Practice and Theory*, (Cambridge: Cambridge University Press, 1991), p. 60-62.

Shejbalova stated that generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its:

1. Meaning: relate the word to an appropriate object or context
2. Usage: knowledge of collocations, metaphors and idioms, as well as style and register ( the appropriate level of formality), to be aware of any connotations and associations the word might have
3. Word formation: ability to spell and pronounce the word correctly, to know any derivations ( acceptable prefixes and suffixes )
4. Grammar: to use it in the appropriate grammatical form.<sup>23</sup>

#### D. Types of Vocabulary

Based on Thornburry, there some types of vocabulary such as adverb, adjective, noun and verb.<sup>24</sup>

##### a. Adverb

Adverb is a word that explain about how, where, when a thing happen.<sup>25</sup>

Examples: now, tomorrow, certainly, maybe and others.

##### b. Adjective

Adjective is a word that uses to expand and narrow the meaning of noun.<sup>26</sup>

The examples are beautiful, good, small and others.

<sup>23</sup> Dana Shejbalova, *Methods and Approaches in Vocabulary Teaching and Their Influence on Students' Acquisition* (Masaryk: Masaryk University, 2006), p. 10.

<sup>24</sup> Scott Thornburry, *How To Teach Vocabulary* (London: Pearson Education Limited, 2002), p. 4.

<sup>25</sup> Djalinus Sjah and Azimar Enong, *Modern English Grammar* (Jakarta: Cv Simplex, 1977), p. 72.

c. Noun

Noun is a word used to name people, place, plant, object, animal, quality and abstract concepts.<sup>27</sup> The examples are John, student, house, chair, rose, cat, honesty and others.

d. Verb

Verb is a word that is showed measured and condition of a thing.<sup>28</sup> The examples are write, read, listen and others.

From the explanation above, it can be concluded that there are some types of vocabulary that should be understand by students for successful of mastering such as adverb, adjective, noun and verb. In this case, the researcher will do the research to know the students' vocabulary mastery in noun especially in concrete and compound nouns.

**E. Concept of Noun**

Noun is one of the most important parts of speech, it may function as the chief or "head" word in many structures of modification.<sup>29</sup> For example teacher, Mr. Bobby (people); Jakarta, Amazon River, Indonesia (places); Glass, Pen, Shoes (things).

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<sup>26</sup> *Ibid*, p. 27.

<sup>27</sup> *Ibid*, p. 15.

<sup>28</sup> *Ibid*, p. 47.

<sup>29</sup> Marcella Frank, *Modern English a Practical Reference Guide* (New York: Prentice Hall Inc., 1972, p. 6.



According to Frank, some nouns may belong to more than one of the types, they are:

a. Proper Noun

Proper noun begins with a capital letter in writing. It includes personal names, name of geographic units such countries, cities, rivers etc. Names of nationalities and regions, names holidays, example: Mr. John Smith (name personal), Canada (name of city) etc.

b. Concrete and Abstract Noun

A concrete noun is a word for a physical object that can be perceived by the senses we can see, touch, smell the object (flower, girl). An abstract noun is a word for a concept it is an idea that exists in our mind only (beauty, justice, mankind).

c. Countable and Uncountable Noun

A countable noun can usually be made plural by the addition of -s (one girl, two girls, one book, two books). An Uncountable noun is not used in plural. There are words for concrete objects stated in an undivided quantity (iron, sugar, sand, soil).<sup>30</sup>

There is also another type of noun based on Plag, i.e. compounding/composition/ compound noun.

a. Compounding/ Compound Noun

A compound noun is the combination of two words to form a new word. This definition contains two crucial assumptions, the first being that compounds

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<sup>30</sup> *Ibid*, p. 6-7.

consist of two (and not more) elements, the second being that these elements are words.<sup>31</sup> The process of compounding word with other word is produces a new word with a new meaning. The examples of compound noun word are laser printer, book cover, letter head, pickpocket, etc.<sup>32</sup>

## F. Student Team Achievement Division (STAD) Technique

Student Team Achievement Divisions (STAD) is a type of cooperative learning that very simple”. It is also the best method for beginner for teachers who are not implements a cooperative approach yet.<sup>33</sup>

While in the book *Cooperative Learning*, Huda said that:

“Student Team Achievement Division (STAD) is one of the cooperative learning strategies in which several small groups of learners with different levels of academic ability work together to complete the learning objectives. Not only academically, learners are also grouped in diverse based on gender, race, and ethnicity. This strategy was first developed by Robert Slavin and colleagues at Johns Hopkins University.”<sup>34</sup>

STAD learning is one of cooperative learning model that used small groups, each group consist of four to five people by heterogeneous. Start with the delivery of learning objectives, materials, group activities, quizzes and group awards.<sup>35</sup> There is another idea about STAD:

“The students STAD are placed in a learning team consist of four to five people who are mixed according to level of achievement, gender and tribe. The teacher presents the lessons, and then the learners work on their team

<sup>31</sup> Ingo Plag, *Word-Formation in English*, (Cambridge: Cambridge University Press, 2003), p. 170.

<sup>32</sup> *Ibid*, p. 185-186.

<sup>33</sup> Robert E. Slavin, *Cooperative Learning* (Bandung: PT Nusa Media, 2005), p. 143.

<sup>34</sup> Miftahul Huda, *Cooperative Learning (Metode, Teknik, Struktur, Dan Model Terapan)* (Yogyakarta: Pustaka Belajar, 2014), p. 201.

<sup>35</sup> Trianto, *Mendesain Model Pembelajaran Inovatif Progresif: Konsep, Landasan, Dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan* (Jakarta: Kencana, 2009), p. 68.

to ensure that all team members have mastered the lessons. Then, all learners are given tests on the material, at the time of the test they are not allowed to help each other.”<sup>36</sup>

Based on the explanation above, it can be concluded that STAD is a simple cooperative learning technique that developed by Slavin for the beginner teacher to teach their students in a small groups that each group consist of four to five students with different level of academic ability, gender, etc. to work in team and finish the tasks.

Slavin said each quiz, the highest scoring team is awarded to the team with the highest score. If possible, announce the team score in the first period after working on the quiz. Ultimately it will increase their motivation to do their best.<sup>37</sup>

### **1. Procedure of Teaching Vocabulary Mastery by Using Student Team Achievement Division (STAD) Technique**

According to Slavin, there are five steps in cooperative learning type STAD i.e.:

#### **1. Class Presentation**

Material in STAD first introduced in a presentation in classroom. This is a direct teaching as is usually done or discussion lessons guide by the teacher, but it can also include audiovisual presentations. The difference between class presentations and ordinary teaching is in this presentation must be totally focused on the unit STAD. By this way, the students will realize that they should really pay attention during the

<sup>36</sup> E. R. Slavin, *Cooperative Learning – Teori, Riset, & Praktek* (Bandung: Nusa Media, 2005), p. 143.

<sup>37</sup> Muhammad Afandi, Evi Chamalah, and Oktarina Puspita Wardani, *Model Dan Metode Pembelajaran Di Sekolah* (Semarang: Unissula Press, 2013), p. 59.

class presentation, because thus will help them in doing the quiz, and their quiz score determine their team scores.

## 2. Team

Team consists of four or five students who represent all parts of the class in terms of academic performance, gender, race, and ethnicity. The main function of this team is to ensure that all of the team members actually learn, and more specifically is to prepare its members to be able to do the quiz well. After the teacher deliver the material, team gathered to study worksheet or other material.

## 3. Quiz

After the teacher give one or two periods of presentation and the students did the practice team, the students will do the quiz individually. The students are not allowed to help each other in doing the quiz. They are individually responsible to understand the material.

## 4. Individual Score Progress

The idea behind the individual score progress is to make the students know about their performance goals that will be achieved if they work harder and give better performance than the previous. Every student can give contribute points to their team in this score system, but no students can do it without give their best effort. Every student is given a first score, which is obtained from the average of students' previous performance in doing the same quiz. Then, the students will collect



points for their team based on the level of their quiz score improving compared by their first score.

#### 5. Team Recognition

Team will get a certificate or other awards if their average score reach the certain criteria. Students' team score also can used to determine twenty percent of their ratings.<sup>38</sup>

Implementation the STAD (Student Team Achievement Divisions) technique in teaching vocabulary:

##### 1. Class Presentation

The teacher explains the definition, concept and some examples of noun while the students must pay attention to the teacher.

##### 2. Team

- The teacher form groups. Each group consists of 4 to 5 students with different abilities (high, medium and low) and gender. For example, the formation of group is based on their pre-test score and their other last scores.

- The students do the worksheet in their group. Help each other, sharing and comparing the answers with other member of the group. They will be given two worksheets in every meeting. In the first meeting, the first worksheet is discussion material about definition and types of vocabulary and noun. The second worksheet is the group task with theme noun: people. In the worksheet they should answer the

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<sup>38</sup> Robert E. Slavin, *Cooperative Learning* ..... p. 143-146.

questions by choose the right vocabulary that provided in the box and then determine the aspects of vocabulary and types of noun from that vocabulary. In the second meeting, the first worksheet is discussion material about definition and types of vocabulary and noun. The second worksheet is the group task with theme noun: animal. In the worksheet they should answer the questions by choose the right vocabulary that provided in the box and then determine the aspects of vocabulary and types of noun from that vocabulary. Then in the third meeting, the first worksheet is discussion material about definition and types of vocabulary and noun. The second worksheet is the group task with theme noun: things around us. In the worksheet they should answer the questions by choose the right vocabulary that provided in the box and then determine the aspects of vocabulary and types of noun from that vocabulary.

They should finish the task in 15 minutes at each meeting.

- The results of the teamwork will be checked together. The teacher asks each group delegation to write the answer in the whiteboard and then the right answer will be discusses together by the teacher and students. Every student in group must comprehend the material, not only several students but all. After all of students mastered the material, the teacher continues the teaching learning.

### 3. Quiz

The teacher gives a quiz or test to each student individually. Each student is not allowed to help each other during the quiz runs. The type of quiz is multiple choices. The total number of quiz item is 5 and they should finish the quiz in 10 minutes. The quiz will be done once in every meeting.

### 4. Individual Score Progress

After the students done the quiz, the teacher tell them about their scores. Then the teacher compared their quiz score with their first score to see whether any increase or not. Students' first score are get from their pre-test.

### 5. Team Recognition

Teacher gives awards to groups based on the acquisition of individual score improvement from the first score to the next score.

To give the students score, the teacher can make it in table by Arends below:<sup>39</sup>

**Table 1**  
**The Development Score Calculation**

Quiz Score	Progress Points
More than ten points under the first score	0 points
Ten to one points under the first score	10 points
Same as the first score or up to ten points above it	20 points
More than ten points above the first score	30 points
Perfect score without mind of the first score	30 points

<sup>39</sup> Richards I. Arends, *Classroom Instruction and Management* (USA: Mc Graw Hill, 1997), cited in Bajongga Silaban, *Akademia*, (Sumatera Utara: Kopertis Wilayah I Nanggroe Aceh Darussalam, 2006), p. 63.

a. Calculate the team score

According to Rusman in Afandi et al, group score is average of progress score of group members, by sum all of the scores that get by group members and divided to group member amount, appropriate with average of group progress score, such as listed in the table:

**Table 2**  
**The Team Award Level**

Criteria (Team Average)	Award
0 – 5	-
6 – 15	Good Team
16 – 20	Great Team
21 – 30	Super Team

b. Award and group score recognition

After each group get the predicate, teacher give them award or gift to each group based on their predicate.

## **2. Advantages and Disadvantages of Teaching Vocabulary Mastery by Using Student Team Achievement Division (STAD) Technique**

Based on Isjoni in Afandi's et.al, there are some advantages of STAD technique, i.e.

1. Emphasize students' activity and interaction to help and motivate each other in master the subject matter to reach maximum achievement in group task.



2. Every student has the same opportunity to give maximal score contribution for their group based on test score that they get in individual progress score.<sup>40</sup>

While according Soewarso in Nikmah et al, STAD technique have many advantages, some of them are:

1. Help students learn the material that given to them
2. Award or gift can be motivate students to reach the maximum achievement
3. Students with low achievement can increase their knowledge because helped by their friends in group
4. Small group make teacher easier to monitoring the students in team work task.<sup>41</sup>

Then, the disadvantage of STAD is need a specific ability from the teacher. The teacher required as a facilitator, mediator, motivator and evaluator.<sup>42</sup>

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<sup>40</sup> Isjoni, *Cooperative Learning Efektifitas Pembelajaran Kelompok* (Bandung: Alfabeta, 2010), p. 51, cited in Muhamad Afandi, Evi Chamalah, Oktarina Puspita Wardani, *Model dan Metode Pembelajaran di Sekolah*, (Semarang: Unissula Press, 2013), p. 73.

<sup>41</sup> Soewarso, *Menggunakan Strategi komparatif Learning di dalam Pendidikan Ilmu Sosial: Edukasi*, (1998), p. 22, cited in Erlita Hidayat Nikmah, Achmad Fatchan, Yuswanti Ariani Wirahayu, "Model Pembelajaran Student Teams Achievement Divisions (STAD), Keaktifan dan Hasil Belajar Siswa" *Education*, p. 5.

<sup>42</sup> Isjoni, *Cooperative Learning Efektifitas Pembelajaran Kelompok* (Bandung: Alfabeta, 2010), p. 62.

## G. Drilling Technique

Drilling technique is a technique for teaching language through dialogues which emphasize on the students' habit formation by repetition, memorizing grammatical structures, and tense transformation, using the target language and the culture where the language is spoken.<sup>43</sup> It means drill forcing the students to use the target language. Drill is a part of audio-lingual method (ALM). Furthermore, Tica said only drill language that will benefit from being drilled, for example, if it causes pronunciation problems or if it is a useful chunk of language to be memorized.<sup>44</sup> It means, drilling can be useful technique for teaching vocabulary and pronunciation.

There are some types of drilling technique in ALM, which are repetition drill, substitution drill, transformation drill, replacement drill, responses drill, cued response drill, rejoinder drill, restatement, completion drill, expansion drill, contraction drill, integration drill, and translation drill.<sup>45</sup>

### 1. Repetition Drill

It is the simplest drill used in learning language patterns. Language learners merely repeat what the teacher says or tape recorder produces.

Example: Teacher : I study in the morning.

<sup>43</sup> Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 54, cited in Ria Fransiska Jurianto, "The Use of Drilling Technique in Teaching English Vocabulary to the Seventh Grade Students of SMP Negeri 2 Tanggulangin". *Anglicist*, Vol. 5 No. 2 (August 2016), p. 126.

<sup>44</sup> Julia Tica, "Drilling" (London: British Council, 2004), p. 1-3 (On-line), available in: <http://www.teachingenglish.org.uk/think/articles/drilling2> (30 September 2008), can be responsibility scientifically, cited in Suyansah Swanto, "Employing Drilling Technique in Teaching English Writing Skills to a Group of Rural Malaysian Students". *Developing Country Studies*, Vol. 4 No. 14 (2014), p. 74.

<sup>45</sup> Ag. Bambang Setiyadi, *Teaching English as A Foreign Language* ...., p. 63-66.

Student 1 : I study in the morning.

Teacher : I study in the afternoon.

Student 1 : I study in the afternoon.

## 2. Substitution Drill

Language learners are required to replace one word with another. They may replace a word of the model sentence with a pronoun, number, or gender and make some the necessary change.

Example: Teacher : John is cold.

Teacher : hungry

Student 1 : John is hungry

Teacher : in the class

Student 2 : John is in the class

## 3. Transformation Drill

Language learners are required to change sentences from negative to positive, from positive to interrogative, or from simple present tense to simple past tense.

Example: Teacher : The book is new

Student 1 : Is the book new?

Teacher : We are in the class.

Student 2 : Are we in the class?

## 4. Replacement Drill

Language learners replace a noun with a pronoun.

Example: Teacher : I like the book.

Student 1 : I like it.

Teacher : I met the people in Jakarta.

Student 2 : I met them in Jakarta.

### 5. Response Drill

Language learners respond to somebody's sentence.

Example: Student 1 : Alice is at school.

Student 2 : Where is Alice?

Student 3 : At school.

### 6. Cued Response

Language learners are provided with a cue before or after the questions.

Example: Teacher : What did the man buy? (A book)

Student : The man bought a book.

Teacher : Who will help us? (His brother)

Student : His brother will help us.

### 7. Rejoinder Drill

Language learners are given instruction of how to respond.

Example: Teacher : come to my house (be polite)

Student : Would you like to come to my house.

Teacher : your idea is not good (disagree)

Student : I disagree with your idea.

### 8. Restatement Drill

Language learners rephrase an utterance and address it to somebody else, according to the content of the utterance.



Example: Teacher : Tell him where you live.  
 Student : I live at Raden Intan Street no.5.  
 Teacher : Ask her what she has for breakfast.  
 Student : What do you have for breakfast?

### 9. Completion Drill

Language learners are told to supply a missing word in a sentence or statement.

Example: Teacher : I bring my book and you bring ...  
 Student : I bring **my** book and you bring your book.  
 Teacher : I have to solve ....own problems.  
 Student : have to solve **my** own problems.

### 10. Expansion Drill

Language learners build up a statement by adding a word or phrase.

Example: Teacher : Mathematics  
 Student : We study mathematics.  
 Teacher : Everyday  
 Student : We study mathematics everyday.

### 11. Contraction Drill

Language learners replace a phrase or clause with a single word or shorter expressions.

Example: Teacher : I didn't mean to kill the bird.  
 Student : I didn't mean it.  
 Teacher : Don't go to that place.

Student : Don't go there.

## 12. Integration Drill

Language learners combine two separate statements.

Example: Teacher : Which one do you think is true? The earth goes around the sun or the sun goes around the earth.

Student : I think the earth goes around the sun.

Teacher : I know that lady. She is wearing a blue shirt.

Student : I know the lady wearing a blue shirt.

## 13. Translation Drill

Language learners translate a sentence from their mother tongue to the target language.

Example: Teacher : Saya sangat senang buah-buahan.

Student : I like fruit very much.

Teacher : Ada beberapa murid di kelas itu.

Student : There are some students in the class.<sup>46</sup>

In this case, the researcher uses repetition drill for teaching the control class, because it is the simplest drill and can use to teaching new vocabulary and will be useful for pronunciation class.

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<sup>46</sup> *Ibid.*

# **1. Procedure of Teaching Vocabulary Mastery by Using Drilling Technique**

According to Huebener, the procedures of teaching by drilling technique are:

- a. The language teacher gives a brief summary of the content of the dialogue. The dialogue is not translated but equivalent translation of key phrases should be given in order for the language learners to comprehend the dialogue
- b. The language learners listen attentively while the teacher reads or recites the dialogue at normal speed several times. Gestures and facial expressions or dramatized actions should accompany the presentation.
- c. Repetition of each line by the language learners in chorus is the next step. Each sentence may be repeated a half dozens of times, depending on its length and on the alertness of the language learners. If the teacher detects an error, the offending learner is corrected and is asked to repeat the sentence. If many learners make the same errors, chorus repetition and drill will be necessary.
- d. Repetition is continued with group decreasing in size, that is, first the two halves of the class, then thirds, and then single rows or smaller groups. Groups can assume the speakers' roles.

- e. Pairs of individual learners now go to the front of the classroom to act out the dialogue. By this time they should have memorized the text.<sup>47</sup>

Implementation drilling technique in teaching vocabulary:

1. The teacher introduce and explains the material that have to mastered by students
2. The teacher says some words or sentences slowly more than once. For example, blue birds, I have three blue birds.
3. The students follow after the teacher said those words or sentences, direct or a half part of those words or sentences. For example, after the teacher says blue birds, I have three blue birds. Then the students repeat after the teacher says those words.
4. If there is student that make mistake in pronounce the words or sentences, the teacher asks the student to repeat it alone, but if there are many students do the mistake, all of student have to repeat the words or sentences.
5. By the time, group repetition of words or sentences decreases, from two halves of class, then thirds, then small group. Then they can repeat it individually in their small group.
6. After the students can say correctly and have memorize it, they use the words or sentences in dialogue and they look for a pair to go to in front of the class to act out dialogue without bring the text.

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<sup>47</sup> Theodore Huebener, *How to Teach Foreign Language Effectively* (New York.: New York University Press, 1969), p. 17, cited in Ag. Bambang Setiyadi, *Teaching English as A Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p. 59.



## 2. Advantages and Disadvantages of Teaching Vocabulary Mastery by Using Drilling Technique

There are some advantages and disadvantages of drilling technique:

The advantages of drilling technique based on Huebener are:

- It ensures the participation of the students because the students have unique, essential information; all learners need to get other's information.
- It helps the students in learning the content of the subject
- It has a strong effect on learning attitude and social relationship among students in a group.
- It enables the students to understand the dialogue because while they are doing the activity, they will try to know the meaning of the words or sentences in order to get the complete content of the dialogue.<sup>48</sup>

While the disadvantages of drilling technique are:

- They are not meaningful.
- Focus is on accuracy.
- They are mechanical.
- They don't convey much meaning
- They are de-contextualized.
- Drills help fix structures in memory only for a short period of time.<sup>49</sup>

<sup>48</sup> Theodore Huebener, *How to Teach Foreign Language Effectively* (New York.: New York University Press, 1969), p. 44, cited in Isnaini Mauliyana, "The Implementation of Drill Technique in Teaching Speaking at SMA YP Unila Bandar Lampung". (Thesis Language and Arts Education Department University of Lampung, 2016), p. 32.

<sup>49</sup> "Drilling in English Language Teaching," On-Line, May 12, 2016, <https://www.myenglishpages.com/blog/drilling-in-english-language-teaching/>.

## H. Frame of Thinking

Vocabulary is one of the main supporting components of English that should be mastered by students, because vocabularies used in four skills of English such as listening, speaking, reading and writing. The more we mastered vocabularies, the easier we do the activities in English such as writing, speaking, listening and reading. In fact, many students still lack in vocabularies, so it can be one of reason that they still low in English. Beside the low interests in study English especially vocabulary, another reason is because many students who have good mastered vocabularies often do the task or conversation only with the students who has the same ability or interest with them. There is a long gap between them, so we have to look for a technique that can scrape that gap, so they can comprehend the material together.

According to theories used above, the researcher assumes that Student Team Achievement Division (STAD) will help students' vocabulary mastery. STAD is a simple cooperative learning that developed to teach the students in a small groups that each group consist of four to five students with different level of academic ability, gender, etc. to work in team and finish the tasks.

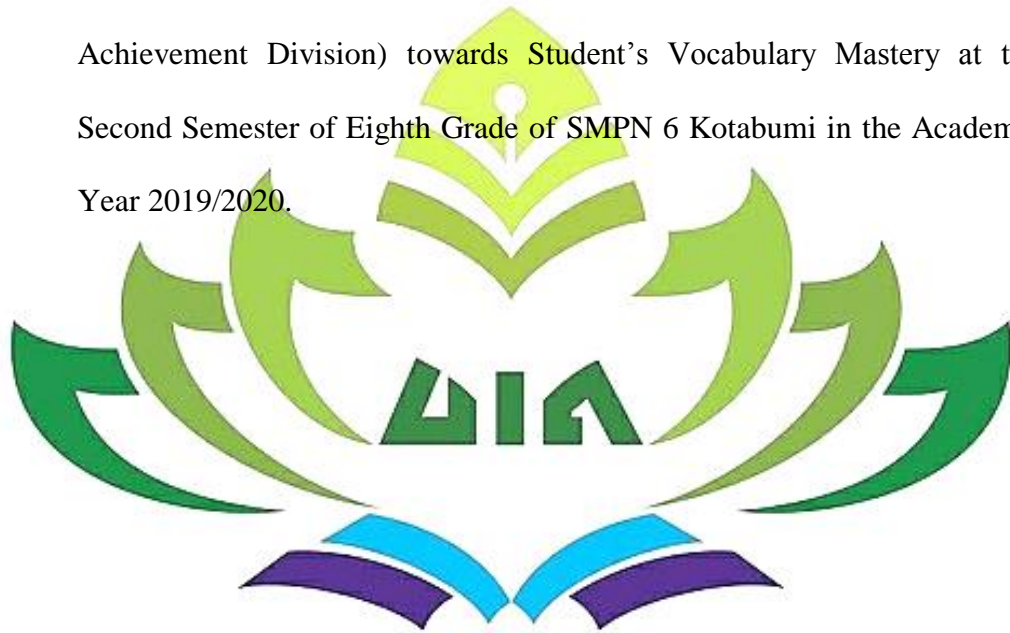
The purpose of this technique is to build a team work that appears the sense of help among the students. They can help each other because in a group not only consist of all the students with less achievement or high achievement, but it is heterogeneous. Every student has the same opportunity to reach maximum achievement in finish the task. The researcher will assume that there is influence of using STAD towards students' vocabulary mastery.

## I. Hypothesis

Concerning to the theoretical views and frame of thinking, the researcher formulated the hypothesis as follows:

Ha : There is significant influence of using STAD (Student Team Achievement Division) towards Student's Vocabulary Mastery at the Second Semester of Eighth Grade of SMPN 6 Kotabumi in the Academic Year 2019/2020.

Ho : There is no significant influence of using STAD (Student Team Achievement Division) towards Student's Vocabulary Mastery at the Second Semester of Eighth Grade of SMPN 6 Kotabumi in the Academic Year 2019/2020.



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